

# SCHOOL LIFE

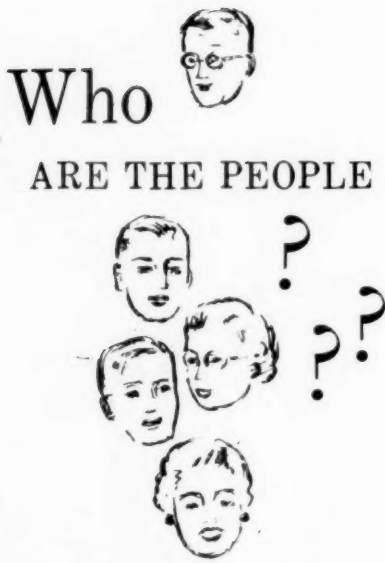
OFFICIAL JOURNAL OF THE ★ ★ ★ ★ ★ ★ ★ ★  
OFFICE OF EDUCATION

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June 1958



From "Human Welfare and Education," a speech by MARION B. FOLSOM before the biennial convention of the Jewish Welfare Board, Washington, Apr. 18, 1958

**Who are the people who control our schools?**

*They are* the men and women elected to 48 State legislatures, which establish the State school codes, help finance education, and establish certification requirements for teachers.

*They are* the people serving on more than 230 State boards that govern or regulate schools and colleges.

*They are* the State school officials who perform supervisory and administrative duties.

*They are* the tens of thousands of businessmen, farmers, housewives, and other citizens elected to school boards to build schools, employ teachers, select courses and books.

*They are* the many men and women serving on the boards of private institutions.

*They are* the teachers and administrators in the schools themselves.

*They are, ultimately,* the millions of American parents who play a direct role in the activities of their children's schools.

**THESE are the people who control our schools.**

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE . . . MARION B. FOLSOM, <i>Secretary</i>	
OFFICE OF EDUCATION . . . . . LAWRENCE G. DERTHICK, <i>Commissioner</i>	
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# The Russian Race for Knowledge

LAWRENCE G. DERTHICK, U. S. Commissioner of Education

*This statement is a speech given by Commissioner Dertthick before the National Press Club, Washington, D. C., June 13.*

WE HAVE JUST RETURNED from a month-long study of the schools in the USSR.

What we have seen has amazed us in one outstanding particular: we were simply not prepared for the degree to which the USSR is committed to education as a means of national advancement. Everywhere we went we saw indication after indication of what we could only conclude amounted to a total commitment to education. Our major reaction therefore is one of astonishment—and I choose the word carefully—at the extent to which this seems to have been accomplished. For what it is worth, ten American educators came away sobered by what they saw.

Here are some of the evidences of this total Soviet commitment to education:

*Classes are of reasonable size.*

*Teachers are chosen on a highly selective basis—we saw no indication of any shortage.*

*The educational process extends after school hours and during the summer under professional direction.*

*Teachers and principals have an abundance of staff assistance: curriculum experts, doctors, nurses, laboratory assistants, and so forth.*

*School money is available to do the job. We were told repeatedly, "A child can be born healthy but he cannot be born educated."*

*Responsibility for the conduct and achievement of children rests with their parents, who participate regularly in school affairs.*

These factors insure vigor and quality in any school system, whether in a communistic society or a democracy.

This, of course, is a preliminary report. Our team covered so much ground in so short a time that we have not yet completed the analysis

necessary for careful judgments in a number of areas. We plan to publish as soon as possible a comprehensive report—part of the continuing study of Russian education to which many other groups will contribute.

Our hosts were most cooperative. Minister of Education Afanasenko, of the Russian Republic, at our first meeting, smilingly referred to the closed curtains in his office. "This is only for the benefit of the movie cameras. You will find no iron curtain about our schools."

This prediction was confirmed. We were impressed by the apparent interest of the Russians in the cultural exchange with the United States. In theaters and on the streets, as well as in schools and on campuses, we were greeted with great interest, reflecting Russian curiosity about things American. In Leningrad we saw lines that, we were told, had waited all night to buy tickets to the Philadelphia Symphony.

Despite our limited time we were eager to obtain a cross section view and asked for a schedule that turned out to be exceedingly strenuous, even with a chartered airplane and night travel—nearly 7,000 miles around the Soviet Union, in addition to our studies in the Moscow area, which itself involves a school system comparable in size and complexity to that of Chicago.

We were in some areas seldom, if ever, visited by Americans since the war. We visited in the Tatar Republic at Kazan; Sverdlovsk, the Pittsburgh of Russia, in the Urals and Siberia; Alma Ata and Tashkent in Kazakstan and Uzbekistan down close to the borders of China and Afghanistan. Then we traveled to Sochi on the Black Sea, to Minsk in Byelorussia, to Leningrad and back to Moscow for the final work. We saw schools in operation from the kindergartens through the university and their extensive program of complementary

educational activities. We visited two collective farms, saw industrial operations, and toured the museums and galleries that are part of the total USSR educational endeavor.

In Leningrad we saw a typical example of the Soviet drive for knowledge. Here 70,000 men and women in full-time jobs are on double shifts—but they spend the second as full-time students in regularly established schools operating day and night to fit their jobs. From this and other observations it seems clear that for hundreds of thousands of workers education has not ended; not only do they have an opportunity to finish secondary school, but a great proportion continue right on through the higher institutions of learning. And other tens of thousands take the popular correspondence courses.

As I mentioned earlier, we saw no evidence of any teacher shortage. Teacher work loads and other working conditions are advantageous. Teacher prestige is high; only the best are chosen to teach—one out of six who apply for training. Salaries are at the levels of those of doctors and engineers; in fact, a fully trained doctor and nurse are regular members of each school staff.

We saw scientific research establishments with trained staff running into the thousands, and with excellent plants and equipment. We saw, of course, the skyscraper university in Moscow with its lavish appointments and its ultra-modern equipment. We noted the expansion of universities everywhere, and at the other end of the scale we were impressed by the quality and number of child care centers and kindergartens.

The importance of science in Soviet education is unquestioned. Biology, chemistry, physics, and astronomy are required of every pupil regardless of his interests or aspirations.

The minister of education for the largest Soviet republic told us that

plans were under way to introduce greater variety into their curriculum. Their emphasis on a uniform academic curriculum weighted with mathematics and science is being modified, somewhat in favor of polytechnic courses and industrial practices. The contemplated program will add an eleventh year, and decrease slightly the number of lessons in mathematics, science, and the humanities. All pupils in grades 9, 10, and 11 would be required to spend 3 days in school and 3 days in agricultural and industrial work outside the school.

Incidentally, we were interested to note the increases planned for home economics; also that driver training is being included in the practical course work in the secondary school—this in a country where one must wait at least a year for his automobile.

The avowed goal of the planned changes is to increase the numbers of skilled workers immediately upon graduation, also to condition every child to production work.

We witnessed an education-centered economy . . . with the emphasis on the collective rather than the individual needs of the people. Although the Soviet system imposes uniformity, Soviet education adjusts itself to changing conditions. Developmental programs are encouraged in limited numbers by the Ministry of Education as part of the process in a planned economy and a planned culture.

Our delegation was critical of the stereotyped concepts of culture and esthetics we encountered and the lack of emphasis on individual expression and creativeness. When we probed for explanations, we were told that "The Soviet people believe in reality, science, and the laws of nature."

At every turn we were struck by the emphasis on the study of languages in the schools. This is one of their areas of experimentation. For example, during the school year just completed, 17 schools began foreign language instruction in the second grade. Eight of these schools are referred to as English schools, seven as German, and two as French. Instruction in literature,

history, and geography is also carried on in the second language beginning in the fifth grade.

The stated aim of these experimental schools is "to have pupils graduating from the secondary school who will have a free command of the language, and who will not have to go to special foreign language institutes." Approximately 45 percent of the 10-year-school pupils are studying English, 35 percent German, and 20 percent French. We were also informed by the Minister of Education that efforts are being made to increase the emphasis on conversational competence.

Direct comparisons of the *quality* of education in two countries as different in goals and aspirations as the United States and the Soviet Union are difficult, if not impossible. Soviet teaching methods and content are designed to insure that "every pupil passes." In an attempt to accomplish this, extra teaching services are provided with individual tutoring, incentives and awards, and restriction of student privileges.

Examinations are confined to elements in which the pupils have been drilled. Little if any attention is given questions involving the application of knowledge to new situations. Teachers evaluate pupils on each lesson and daily recitation. Low marks are usually considered a reflection on the teacher rather than the pupil.

Clearly, much more study and research are necessary before the effectiveness of those procedures can be fairly evaluated. The best products of Soviet schools are undoubtedly very good. However, we are inclined to think that the enormous effort made to advance slow learners in highly academic subjects tends to restrict opportunities for many able students.

Everywhere in Russia are evidences not only of passionate love of country but of a burning desire to surpass the United States in education, in production, in standard of living, in world trade—and in athletics. The slogan we saw most—in posters, films, and everywhere—was "Reach and Overreach America." We did not find

among children and teachers any evidence that this fierce sense of competition was other than of peaceful intent. In education the spirit is a race for knowledge, for supremacy in a way of life and in world leadership. In the words of one Soviet official, this is the Russian attitude: "We believe in a planned society, you in individual initiative. Let time tell." They are convinced that time is on their side and they can win world supremacy through education and hard work.

This conviction is basic to all their efforts and all their plans. Education is paramount. It is a kind of grand passion—this conviction that children, schools, and hard work will win them their place in the sun, and on the moon.

We are today in competition with a nation of vast resources, a people of seemingly unbounded enthusiasm for self-development and fired with conviction that future supremacy belongs to those with the best-trained minds, those who will work hard and sacrifice.

Let me emphasize in closing, lest we be misunderstood, that in pointing up strengths in the Soviet system attributable to their total commitment to education we are not extolling the virtues and purposes of the Russian schools. Their system simply would not fit our way of life.

The American people look to their system of education for infinitely more than the means of political and economic advancement. Our schools must always preserve the intangible values of our free society.

Speaking for ten American educators who have had a unique opportunity to study Soviet schools, let me say that our confidence in the educational system of the United States, as reflected in our better schools, has been strengthened by this experience. On the other hand, our concern for our weaker and neglected schools has been deepened. We come back convinced that we cannot as a nation afford to disregard the challenge imposed upon us by the Russian race for knowledge.



## In the Listener's EAR

**W**HEN your child speaks, how do you listen? In the space between you and him are only airwaves and light waves—a bridge too uncertain for him to cross on unless you hold it firm with your understanding and love.

An openminded, openhearted listener—when every parent and teacher is that, what hope will shine for all children, especially for children with speech disorders! Of that bright prospect, Office of Education staff had a glimpse one day last month when they heard Wendell Johnson speak of the listener's share in communication. Dr. Johnson had been their colleague since December, when he took leave of absence from the University of Iowa as professor of speech pathology and psychology to spend 6 months in the Office's Section for Exceptional Children and Youth as consultant on speech and hearing problems; but this was the staff's first formal opportunity to hear him put the case for wise listening—a case he strengthens by pointing to some of the harm that a thoughtless listener can do.

"It takes two to stutter," he says as he tells of the findings in many clinical studies. "It isn't that on a certain day little Wilbur starts to stutter: it's that on a certain day little Wilbur's mother *decides* he stutters. On that day she notices in his speech, maybe for the first time, some of the simple repetitions and hesitations that all children normally make and that her little boy undoubtedly had been making, in an easy, unselfconscious way, ever since he started to speak.

But on that day, for some reason—perhaps she is more perfectionistic than usual—she thinks she sees in his normal nonfluency a danger sign.

"She may not cry it aloud in his presence—'Why, he's a stutterer!'—but from the moment of her judgment her own anxiety begins to affect the child. From the way she looks at him or away from him when he speaks, from her worrying reminder to 'think before you talk' or to 'take a deep breath before you begin,' he gradually is made to feel that something is wrong with the way he talks. He tries to do what she seems to ask, and in trying grows more tense and hesitant—and more nonfluent. In the bargain he becomes his own most disturbing listener as he learns to doubt that he can speak so that others will approve, and to be afraid of the consequences. The problem is for the listener before it does for the speaker, and it is basically as his own listener that the speaker comes to be affected."

Lay listeners, usually parents, make their fateful judgments in most cases when the child is 3, or a bit beyond. Why then? Dr. Johnson says one reason is that "by the time a child is 3 he has laid down his basic language pattern: he has a working vocabulary, he makes complete sentences. For these first 3 years he was regarded as 'just learning,' and everything he said won smiles. But now his mother becomes a new kind of listener. She begins to hear him not as a child learning to speak but as one who *has* learned, and so she tends to judge his

speech by adult standards. As she becomes concerned accordingly, what had once been fun for both mother and child becomes their common ordeal."

Thus begins what Dr. Johnson calls "the basic fact in a stutterer's life"—that he doesn't feel *understood as a person*. "And this," Dr. Johnson says, "is one fact we must always remember. Many teachers think that what they can do for a stutterer is only a matter of being kind, of helping him change so he won't be handicapped, so he can get a job and be accepted by the customers. In short, they think it's only a matter of helping him conform.

"But it's much more than that. It's a matter of giving him the satisfactions every child has a right to: To think well of himself, to feel important as a person, to discover his own gifts, and, by developing them, to know success among his peers. All these his teachers can help him to achieve—but only as they turn a generously listening ear and make speech rewarding for him again."

Dr. Johnson's plea for listening more to what the child says and means than to his "surface noises" is one that speech correctionists themselves will underline. Not long ago, when the Office of Education asked 120 of them what competencies they need most, they rated "ability to develop a teaching atmosphere free from pressure and conducive to good mental health" at the top of a long list, second only to "knowledge and understanding of the different types of handicaps." This encouraging fact appears on an early page in *Speech Correctionists: The Competencies They Need for the Work They Do*,\* a bulletin prepared, with the help of a national committee, by Romaine P. Mackie, Chief of the Office's Section for Exceptional Children, and Dr. Johnson. It should be useful to all who are concerned with the teaching of speech-handicapped children.

\*Available from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., for 45 cents.



# FEDERAL EXPENDITURES *for* EDUCATION

EVERY other year the Office of Education issues a bulletin on the Federal Government's expenditures for education. Latest in the series, *Federal Funds for Education, 1956-57 and 1957-58*, a report on 137 programs, has just been completed and will be off the press in a few months.

As advance information for those who await the report, two summary tables are presented here. They are self-explanatory, but for the second table two notes may be helpful: The line "National and other" covers certain programs national in scope and

CLAYTON D. HUTCHINS

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therefore not reportable by States; the line "Reconciliation" recognizes adjustments made in view of the fact that, for some funds, State legislatures decide on the proportions to be used for schools, and detailed information on their apportionments is not available to the Federal offices. These amounts and the amounts to

the States are broken down by agencies, to specify the three that allot the largest Federal sums for education—the Department of Health, Education, and Welfare; the Department of Agriculture; and the Veterans Administration.

The Congress of the United States has provided these funds to finance programs it considers necessary or desirable for the national welfare. Most school funds, however, in keeping with the American philosophy that education is a State and local responsibility, are derived from State and local revenues.

## Federal funds expended for education, by administering agency and kind of education, alternate school years, 1948-49 to 1956-57

[Thousands of dollars]

AGENCY AND KIND OF EDUCATION	1948-49	1950-51	1952-53	1954-55	1956-57
<b>AGENCY</b>					
Department of—					
Health, Education, and Welfare	256,534	132,147	332,509	414,906	490,736
Agriculture	141,812	171,154	195,694	245,070	399,381
Commerce	7,987	5,394	4,372	2,899	3,346
Defense	15,830	26,301	40,694	49,947	69,332
Interior	31,229	45,557	58,455	81,646	90,425
Justice		389	422	461	530
Labor	2,599	3,183	3,324	3,160	5,899
State			37,402	42,286	47,115
Treasury	1,983	1,808	2,585	3,051	3,375
Veterans Administration	3,039,062	2,120,216	725,572	710,084	813,955
Atomic Energy Commission		18,908	25,221	24,479	30,717
Canal Zone		2,299	2,635	2,910	3,647
District of Columbia	3,219	2,678	2,522	5,186	4,310
Federal Civil Defense Administration					707
Federal Deposit Insurance Corporation					7
National Advisory Committee for Aeronautics	498	710	618	675	580
National Science Foundation			3,649	12,003	33,181
Tennessee Valley Authority	653	593	557	485	582
<b>Total</b>	<b>3,501,406</b>	<b>2,531,337</b>	<b>1,436,231</b>	<b>1,597,248</b>	<b>1,997,825</b>
<b>KIND OF EDUCATION</b>					
Elementary and secondary education	161,403	223,609	454,410	540,006	656,632
Higher education	3,251,788	2,194,528	809,583	854,152	1,032,374
Adult education	20,815	25,365	35,023	40,664	87,220
Service training of civilian personnel		1	359	1,549	3,485
Education of Merchant Marine and military personnel for defense	22,525	23,689	25,710	23,985	34,497
Research in educational institutions	44,543	64,045	73,385	94,284	133,478
International education	332	100	37,761	42,608	50,139
<b>Total</b>	<b>3,501,406</b>	<b>2,531,337</b>	<b>1,436,231</b>	<b>1,597,248</b>	<b>1,997,825</b>

<sup>1</sup> The slight difference between this amount and the total in the second table is the result of rounding.

**Federal funds for education allotted to the individual States and Territories, school year 1956-57**

STATE OR TERRITORY	GRAND TOTAL	ADMINI. RED BY DHEW	ADMINISTERED BY USDA	ADMINISTERED BY VA	OTHER
Alabama.....	\$48,231,682	\$13,037,468	\$10,824,129	\$24,238,029	\$132,056
Arizona.....	12,355,694	4,446,702	2,461,750	5,250,659	196,583
Arkansas.....	22,589,728	6,434,113	6,982,002	9,097,288	76,325
California.....	152,014,008	56,658,053	20,170,175	72,210,407	2,975,373
Colorado.....	21,690,221	8,215,052	3,236,933	10,068,819	169,417
Connecticut.....	17,607,933	5,710,931	3,203,977	7,918,259	774,766
Delaware.....	3,659,367	1,784,532	975,481	868,740	30,614
Florida.....	41,959,139	12,381,443	7,575,091	21,667,930	334,675
Georgia.....	50,374,246	16,048,494	11,249,879	22,889,198	186,675
Idaho.....	6,173,743	1,160,292	1,886,145	3,109,964	17,342
Illinois.....	71,416,715	16,683,843	15,643,704	37,406,028	1,683,140
Indiana.....	33,966,151	7,500,406	8,398,977	17,282,841	783,927
Iowa.....	28,438,556	5,284,557	7,184,414	15,765,117	204,468
Kansas.....	21,104,124	7,542,209	4,973,293	8,341,932	246,690
Kentucky.....	28,677,267	7,549,456	9,298,536	11,678,624	150,651
Louisiana.....	37,383,160	7,314,374	11,205,560	18,678,245	184,981
Maine.....	8,261,570	3,338,926	2,030,507	2,860,198	31,939
Maryland.....	27,148,386	16,565,709	4,479,848	5,593,906	508,923
Massachusetts.....	45,104,812	10,771,574	9,163,023	23,534,803	1,635,412
Michigan.....	54,553,406	14,573,229	13,062,821	25,940,917	976,439
Minnesota.....	32,819,174	6,198,621	9,004,727	17,126,231	489,595
Mississippi.....	25,836,963	6,140,973	8,186,144	11,451,358	58,488
Missouri.....	42,797,934	9,614,733	9,688,151	23,019,279	475,771
Montana.....	7,748,871	3,124,131	1,609,237	2,964,672	50,831
Nebraska.....	17,822,464	4,218,010	3,168,062	10,365,790	70,602
Nevada.....	2,635,018	1,490,782	590,334	545,494	8,408
New Hampshire.....	5,370,200	1,666,150	1,268,216	2,384,819	51,015
New Jersey.....	28,266,506	8,184,268	6,171,493	13,392,899	517,846
New Mexico.....	13,756,283	6,219,308	2,978,897	4,353,129	204,949
New York.....	105,720,304	25,127,827	22,294,617	55,481,008	2,816,852
North Carolina.....	51,369,349	14,074,997	14,031,264	22,760,775	502,313
North Dakota.....	8,900,235	1,244,506	2,270,993	5,354,527	30,209
Ohio.....	57,529,851	13,955,002	16,748,247	26,152,506	674,096
Oklahoma.....	36,640,348	13,462,746	7,078,307	15,944,680	154,615
Oregon.....	16,871,412	5,922,494	3,579,597	7,127,154	242,167
Pennsylvania.....	78,514,092	18,514,950	16,129,573	42,328,695	1,540,874
Rhode Island.....	9,340,244	3,594,550	1,260,218	4,380,146	105,330
South Carolina.....	28,146,500	7,713,363	7,320,149	13,070,811	42,177
South Dakota.....	11,764,260	3,323,416	2,403,734	6,013,030	24,080
Tennessee.....	39,424,638	9,914,145	11,610,333	17,487,660	412,500
Texas.....	98,423,031	27,293,603	17,866,300	52,698,730	564,398
Utah.....	14,547,887	4,000,463	2,171,922	8,106,950	268,552
Vermont.....	3,819,280	1,259,912	1,204,730	1,283,725	70,913
Virginia.....	43,716,895	24,302,603	8,849,722	10,369,457	195,113
Washington.....	32,022,179	14,621,365	5,375,661	11,766,659	258,494
West Virginia.....	17,788,734	4,768,197	5,800,993	7,183,439	36,105
Wisconsin.....	31,853,326	5,943,842	8,644,159	16,182,348	1,082,977
Wyoming.....	3,780,162	1,334,849	996,881	1,418,451	29,981
District of Columbia.....	18,697,756	1,277,955	771,592	12,291,021	4,357,188
Alaska.....	9,727,423	4,142,562	372,580	0	5,212,281
Canal Zone.....	3,646,896	0	0	0	3,646,896
Guam.....	311,067	287,160	23,907	0	0
Hawaii.....	6,355,102	4,477,652	1,812,702	0	64,748
Puerto Rico.....	11,698,566	3,062,068	8,633,866	0	2,632
Virgin Islands.....	242,656	68,411	145,878	0	28,367
Unallotted.....	179,370	0	179,370	0	0
Outlying Parts—United States.....	36,946,222	0	0	36,946,222	0
National and other.....	298,727,144	65,667,769	6,052,340	7,100,000	219,907,035
Foreign countries.....	2,501,985	0	0	2,501,985	0
Reconciliation.....	8,853,278	—58,477,992	29,079,542	0	38,251,728
<b>Total.....</b>	<b>1,997,823,513</b>	<b>490,736,754</b>	<b>399,380,683</b>	<b>813,955,554</b>	<b>293,750,522</b>

<sup>1</sup> The slight difference between this amount and the 1956-57 total in the first table is the result of rounding.

## Major enactments in 26 States

# STATE SCHOOL LEGISLATION, 1957

ARCH K. STEINER, *Laws and Legislation Branch*

**A**N unprecedented number of laws affecting education were passed by the States last year. Legislatures met in every State but Virginia and Kentucky—1 in special session only (Mississippi); 12 in both special and regular sessions (Arkansas, Connecticut, Delaware, Florida, Maine, Minnesota, Missouri, New York, Oregon, Rhode Island, Texas, and West Virginia); and the rest in regular session only. In some States the enactments ran into the hundreds.

For 20 of the legislating States, *School Life* already has reported (January 1958); the remaining 26 are accounted for here. Both summaries, limited to enactments with statewide application, are condensed from a detailed report compiled by the Office of Education from official documents and records supplied by State departments of education.\*

### ALABAMA

Increased minimum foundation program by \$2.2 million; appropriated \$4.8 million and authorized \$3-million bond issue for construction trust fund.

Provided for construction at University Medical School and Polytechnic Institute, \$4.5 million each; and at Deaf and Blind Institute, \$3 million. Appropriated additional \$40,000 for Deaf and Blind Institute.

Gave retired teachers substitute privileges and reinstatement rights; increased monthly benefits to \$90.

Approved \$350,000 annually for scholarships at Tuskegee Institute and \$17,600 for a State scholarship nurse-training program.

Expanded benefits to disabled veterans and their dependents.

Enacted laws for pupil placement and closing of public schools.

\*The full report, more than 100 pages long, cites the enactments specifically, by chapter or bill, under 7 headings: Financial support, construction, personnel, students, special education, higher education, and administration and organization.

Appropriated \$50,000 for a commission to study the school system.

Provided for a committee to screen proposals concerning the schools.

### CALIFORNIA

Raised school fund appropriation to \$193.37 per unit in ADA.

Appropriated \$200 million for construction bond act of 1955; \$100 million for other construction; \$1.2 million for repairing flood damage; \$4.3 million for State colleges in Alameda and Orange Counties; \$890,000 for Los Angeles State College.

Increased taxes from 1 to 3 mills; authorized short-term borrowing, investment of surplus, transferral of funds, bonding elections; provided for commissions to study tax practices.

Amended construction bond act of 1955; passed building aid law; created construction fund and gave it \$1 million from the investment fund.

Permitted use of State school-building funds for administrative buildings, district reorganization, and laboratory and vocational equipment.

Extended retirement coverage and social security benefits to district trustees, employees of cafeterias and child-care centers; gave members accrual rights toward retirement for military and allied services.

Improved teacher tenure, leave, and contract provisions.

Increased salaries: State superintendent's, to \$22,500; teacher's minimum, to \$4,200. Upped allowances to board members for salaries, dues, etc. Based county superintendent's salaries on ADA. Liberalized leave benefits. Exempted officials from financial responsibility for injury to pupils.

Extended scholarship program to 1962 and authorized dependents of military personnel to register as residents in colleges.

Permitted attendance outside district; required health examinations for pupils; extended library services; defined minimum school day and month. Improved transportation laws; encouraged sparetime employment for

youth; regulated discipline; changed methods of adopting textbooks; regulated junior high school fees.

Modified programs for handicapped children, for nonresident exceptional children; provided for driver training, nurse's training, and other special kinds of education—adult, TV, etc.

Provided for branches of the University at La Jolla and Santa Clara Valley; extended district authority over junior and State colleges.

Permitted veterans' affairs to pay for courses for professional licenses.

Regulated reorganization in various kinds of school districts; created a committee and appropriated \$65,000 to recodify school laws.

Created—and appropriated \$25,000 for—a public library commission.

Approved Western Regional Conference for Education Beyond High School, Citizens Advance Committee on Fitness of American Youth, and Interim Committee on Education of the Handicapped.

### CONNECTICUT

Increased aid: For general support, by \$19.8 million for biennium; for elementary- and secondary-school construction, from one-third of total cost to one-half; for regional schools, by \$100 per pupil; for adult education, from 2½ percent per pupil hour to 6. Authorized additional bond issues for construction: \$7.5 million for teachers colleges, \$5.4 million for vocational and technical schools, and \$700,000 for municipalities.

Postponed for 10 years the end of building aid; authorized hardship grants for construction.

Appropriated funds for increases in teachers' salaries and \$25,000 for library fund; increased monthly retirement allowances, to \$50 for retirees before 1943, to \$100 after.

Provided for survivors' benefits, for withdrawals and refunds, for retirement on disability based on 5 highest salary years; permitted 10 years' credit for State or university service; said retired teachers could earn



\$1,200 as substitutes; authorized legislative council to study the system.

Required count of all children under 18; amended transportation law; permitted boards to discipline pupils.

Increased aid for the mentally handicapped; regulated powers of State board for the handicapped.

Required board meetings to be open.

#### GEORGIA

Limited the funds a local system must pay toward minimum foundation program, thus enabling increases of \$200 in teachers' salaries.

Doubled salaries of county board members, to \$10 a day; provided for busdrivers a minimum of \$100 a month for 10 months.

Extended retirement benefits to librarians, teachers in nonsectarian schools, and transferees from other States; permitted teachers to reenter system and establish prior service.

Authorized Governor to suspend compulsory school attendance law, boards to require vaccination against polio. Proposed constitutional amendment permitting university regents to use State funds for an unlimited number of scholarships.

#### INDIANA

Appropriated \$183.7 million for biennium, increasing foundation program by \$32.6 million.

Increased taxes: 50 percent gain on income, 2 percent on gasoline, \$1.25 on each \$100 assessment on property, 35 cents (to \$3.65) for special fund, 1 percent (to 5 percent) on private capital for construction; enacted withholding law.

Repealed 7 cents property tax and 50 cents poll tax for tuition fund and a property tax for retirement fund; replaced both from the general fund.

Amended building authority law; provided for acquiring sites and financing and leasing school buildings with 30-year purchase option.

Authorized high school diplomas to veterans on basis of standards tests.

Set aside \$24,500 from alcoholic beverage commission fund to help meet cost of creating in State department a division for the handicapped.

Extended vocational education; established driver education division to be financed by State license fees.

Provided for consolidation of schools to form new corporations and metropolitan districts; appropriated \$62,500 for the codifying of school laws by the legislative bureau and the university; provided for Commissions to study training and licensing procedures and subversive activities.

Regulated bond sales; broadened use of local building funds to equip, lease, rent buildings, and to collect taxes; empowered town trustees to collect taxes up to 30 cents on each \$100 of assessed value.

Appropriated \$2 million for veterinary school at Purdue University, \$4 million for veterinary construction fund; transferred \$5 million from World War I bonus fund to construction fund.

Increased monthly retirement benefits to \$95; set \$7,200 as top salary base for computing benefits; extended benefits to group employees; authorized districts to contract for group insurance and to collect through payroll deductions.

Required bus transportation; required reports on immunization of children against certain diseases.

#### KANSAS

Increased maximum mill levy for general fund: In all common districts maintaining high schools, to 10 and 18; rural high schools, to 8; districts with high school extension, to 5; non-high-school territory, for county equalization, to 5; first-class districts, to 30; second-class cities, to 25.

Extended 2-percent sales tax to high school concessions; increased taxes on income, cigarettes, and wholesalers stamp; allocated sales tax revenue to State agencies; adopted ADA as basis for distributing State aid to high schools; authorized no-fund warrants for reorganized districts.

Set maximum county level for junior colleges at 1.5 mills; increased levy for municipal university from 4 to 5. Authorized \$2.3 million for operating State educational institutions; designated State department of education to receive Federal funds.

Appropriated \$5.5 million for construction for higher education and \$10,000 for the school for the deaf.

Permitted school districts to acquire land and housing; required contractors to comply with building code; provided for cancellation of contracts.

Increased salaries of county officials by 20 percent; limited retired teachers to 60 days of substituting a year.

Repealed law for separate schools for white and colored pupils; defined school day and month; put student employees under board of regents; provided for textbook committee; improved safety standards, rural library services; required school census.

Authorized "campus police" and the sale of temporary buildings at State colleges and university.

Provided for district reorganization; required all official records to be open to public inspection; authorized a board to regulate high school activities associations and prescribed method of financing transportation to special events; created surplus-property section; directed legislative council to study the educational system.

#### LOUISIANA

Increased aid by \$9.6 million annually, which includes \$1.5 million for the educable mentally retarded.

Transferred to State board of education for salaries: From welfare fund, 7.5 percent of sales taxes; from property tax relief fund, \$5.3 million.

Extended retirement benefits to certain employees; increased allowances for teachers with benefits less than \$160 a month, and supplementary benefits on years of service for teachers with less than \$200.

Authorized parents to sue local board for damages to students caused by negligence of board employees.

#### MASSACHUSETTS

Provided for reimbursing regional districts for vocational schools.

Made cities, towns, and regional districts eligible for grants.

Increased teachers' minimum salaries to \$3,300 a year; put custodians and supervisors under civil service.

Simplified retirement formula; permitted members within 6 months of 60 to retire under certain conditions; redefined teacher; provided for monthly payments to certain teachers in municipal pension systems; permitted retired teachers to earn up to \$1,000 a year as substitutes.

Reimbursed employees for expense of defending themselves in removal proceedings; authorized purchase of group insurance.

*Continued on page 12*



## WEALTH OF THE INDIES

DELIA GOETZ AND BAI

**H**E that would bring home the wealth of the Indies must also carry the wealth of the Indies with him. This old proverb comes often to our minds these days as we watch 20 teachers and writers from 13 countries and 3 continents comparing notes in a workshop for developing educational materials. For we know that soon, when the last session is over, each one will go home laden with new riches, mostly because he himself brought a wealth of experiences with him and willingly shared it with his fellows.

These people have come to the United States principally to learn how to apply creative writing techniques for reaching new goals in education, but they are having many other experiences besides. They are traveling alone in a strange country, addressing conferences in English, entertaining luncheon meetings with original songs, and holding their own against barrages of questions from schoolchildren.

From the beginning they have been eager for new experiences, openminded, and enthusiastic. The first day of the workshop was the Monday after Washington's big snow of mid-February, when zero weather and blocked roads kept many Government workers at home. But two-thirds of the workshop arrived on schedule, including those from tropical lands such as Haiti, Laos, Liberia, and Thailand. When Washington trolleys and taxis failed them, they continued cheerfully on foot through the drifts to their rendezvous at the Office of Education. Ever since, this same spirit has carried them through lectures, field trips, struggles with language, and an initiation into textbook-writing techniques.

All of them—7 women and 13 men—are here on training grants from the International Cooperation Administration. The youngest is 22, the oldest 56; most are under 40. In background and experience they vary widely. Among them are staff members from the ministries of education in India, Iran, Israel, and Thailand; the dean of education at

Costa Rica's National University; the director of the Necati Teacher Training College in Turkey; four rural educators from Haiti; and a supervisor and community educator from Honduras. Thailand is represented also by a young mother, and by a supervisor of teacher education with years of experience and a sympathetic ear for the troubles of younger members of the group.

There are also young teachers from Laos, Liberia, and Ethiopia; a young artist from Bolivia; and a Vietnamese who recently received her master's degree in education in this country. A few have written several books; some none. Some are fluent in English; some often interrupt their own halting remarks with "I don't speak your language well" or "I don't know the English words for what I want to say."

Only those from the same country had known each other before they came to Washington; but once the workshop got underway they had ample opportunity to get acquainted with—if not always to understand—each other. For 6 weeks, from February 17 through March 31, they attended lectures by the directors of the workshop, on the different kinds of educational materials, the techniques of writing fact and fiction, and the fitting of materials to curriculum needs and age levels—as well as on such publishing details as illustrations, layout, format, and design. They heard other lectures, too, from guest speakers who had had experience—many of them, in countries and circumstances like those the members will know in their own work—in writing and evaluating educational materials, in the graphic arts, or in language research.

After the lectures, the workshop went on field trips. They visited such places as printing presses, and the editorial offices of a magazine published in three languages. They took a tour to investigate the possibilities for producing good materials with inexpensive equipment. They saw



The authors—a specialist in the preparation of educational materials for the International Cooperation Administration and a lecturer on writing for children, The George Washington University, Washington D. C.—are the directors of the 6-month workshop they describe here—a joint project of ICA, the university, and the Office of Education, and the first of its kind to be held in the Office.

IBARA NOLEN

how schools develop and use educational materials centers and, on film, watched libraries extend their services.

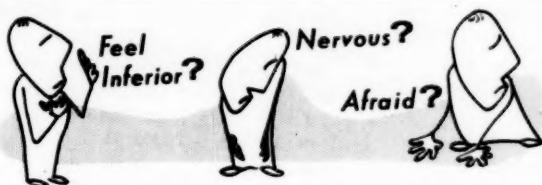
Interesting and helpful though they are, however, these field trips and background experiences have been but secondary to an assignment each participant has had on his mind from the beginning—the actual writing of one or more textbooks.

Many of the group had their projects for this assignment already planned when they arrived. The young man from Liberia was one of these: his project had been selected while he was still at home. After weeks of discussing with teachers and other leaders the educational needs of his people, he had decided on a book of Liberian folk tales and then, through intensive research, had collected his raw material from tribal storytellers. Some of his best stories and legends came from an "old, old man of 62," who had earned the right to lie in a hammock and pass on to others the oral traditions of his people.

Equally certain of what his project would be has been the director of a teacher training college in Turkey, who is preparing a handbook for college freshmen, designing it to counteract homesickness and to develop independence and stability in a new and disturbing educational environment. He has a talent for illustration and has used it to lace his spine-stiffening message with humor.

But some of the members still had the decision to make when the workshop began, and spent days and nights planning and worrying, weighing and rejecting. Fortunately, slow beginners sometimes make speedy progress. As one remarked during a conference in which he outlined five different projects, "Something must have been holding me back at home, for I didn't know what fun it is to write."

The projects in the workshop are as varied as the children in a classroom. The artist from Bolivia, who first explored the problems of teaching fractions through pic-



Amusing, forceful sketches by Adnan Cakmakcioglu for his college freshman's handbook will help many young Turks to a hopeful, constructive attitude just when they need it most.

tures, has settled on a basic wordbook, or picture dictionary. A teacher from Haiti, who already had prepared a picture dictionary, has attacked the job of preparing a simple grammar to follow her dictionary. Her plans, like those of many others, include wordbooks and teacher manuals to supplement her textbook. Another language book, in Hebrew, is being designed for pupils whose mother tongue is English, French, or Spanish.

The member from India has been his own stern taskmaster. He has wished to master the techniques of writing biography, to produce workbooks as well, and to lighten his writing with humor, an ingredient too often lacking, he feels, in texts for his country. The need for better geometry textbooks in Iran has prompted one member from that country to prepare a simple introduction to geometry, as a sample of new methods of writing textbooks. His ambitious countryman, overflowing with ideas, has finally selected the hero legend of Firdusi, as important to Iran as King Arthur is to English-speaking children.

Whatever the subject, each manuscript has been prepared in two languages: In English, so that the directors and other members of the workshop can criticize; and in the language of the country where it will be published and used. Each person's manuscript has been read in advance by other members of the workshop and then discussed in weekly sessions of small groups interested in the subject matter or grade level. Discussions have been channeled along productive lines by consideration of such basic questions as these: What is the educational goal of this material? How well does it meet this goal? Is it interesting? Is it factually correct? Is it adapted to a specific age group or level of development? Are some sections better than others? Which are best? Which are weakest? How can it be improved?

Criticism is an essential part of any workshop in writing. Analyzing another's manuscript and offering constructive criticism for its improvement is an important step in learning to write. More than one member of the workshop expressed doubts in advance that other members would accept criticism from their fellow workers. In practice, these doubts have turned to amazement and satisfac-

tion as one participant after another has discovered the advantages of giving and receiving criticism.

Although the participants are novices at textbook writing, their maturity in intellectual development and educational experience has enabled them to profit quickly from new ideas and a new approach. They have discovered that the old bugaboo—the misguided translation of unsuitable material from one culture to another—can be replaced by a creative and original approach. They have been encouraged to reach down into their own teaching experiences, their personal hobbies, and their own national culture, for those colorful details of childhood experience that can enliven the most practical textbook. Again and again, the directors of the workshop have had the satisfaction of seeing a hesitating author suddenly develop a sense of purpose and accomplishment as he recognizes the “wealth of the Indies” lying dormant in his own experience.

We talk of new goals in education—democracy in action. There is a similar philosophy in teaching any creative activity, which is the very antithesis of authoritarianism. Writing is a creative activity: Whether it shapes a textbook in grammar or geography, a biography or a folk tale, it makes demands on the spiritual and emotional equipment of the writer as well as on his educational and intellectual skills.

Before the workshop ends, on August 1, two new group projects will supplement the individual writing projects. The *Workshop Sampler*—a collection of sample pages from each member's work—will be produced by committees of the members, supervised by a graphic arts specialist. It will serve a double purpose: As an official report, and as a souvenir of the first Washington Workshop in the Development of Education Materials. A second publication, the *Workshop Weekly*, will be produced during the summer session; it will be a newsletter with a rotating staff so that those with an interest in publishing school or community newsletters when they get

home can have some practical publication experience in advance.

As the workshop has progressed and members and directors have grown better acquainted, it has become obvious that the output will not be limited to manuscripts. Lively discussions have revealed that these people, with their different backgrounds, customs, and cultures have much to offer each other. And so, for the final 8 weeks, panels of the participants will lead seminars on topics related to their work and their different worlds.

Thus, when the Workshop for the Development of Educational Materials closes, each member will carry the “wealth of the Indies” home with him, for each in his own way will have enriched those with whom he has worked.

## STATE LAWS

*Continued from page 9*

Established medical, dental, and nursing scholarship board, and a scholarship program for higher education; authorized scholarships to students at State teachers colleges preparing to work with the mentally retarded, and five 4-year scholarships at the New Bedford Institute of Technology.

Postponed the end of certain veterans' benefits; regulated benefit options of veteran's surviving spouse.

Permitted girl truants to be placed in custody of youth service board.

Regulated day occupational organizations for the mentally retarded; provided for community clinics for retarded children of preschool age; reimbursed local agencies for classes for the deaf; provided grants for certain blind persons; increased aid for educating the deaf, blind, and aphasic.

Authorized cities and towns to spend up to \$1 per pupil for educational TV.

Established rural schools for training practical nurses; regulated nursing practice and prescribed for the licensing examination; required examination of graduates of foreign schools applying for a veterinarian's certificate; established camps for children in care of youth service board.

Named Bradford-Durfee College of Technology and New Bedford Institute of Technology; increased authority to grant degrees in science.

Provided for examination of graduates of foreign medical schools.

Authorized State department of education to grant degree of associate in science to persons completing course in community colleges.

Authorized conveyance of lands and holding of property under jurisdiction of university.

Modified reorganization laws for regional districts.

Authorized teachers to inspect records on themselves; regulated the keeping of attendance records; provided for countersigning bonds and notes in regional school districts.

## MICHIGAN

Set aside for aid fund two-thirds of sales tax, 4-percent tax on spirits, 2 cents per pack on cigarettes; guaranteed a budget 10 percent larger than in 1955-56; allocated \$650,000 to special county districts, \$700,000 to vocational education, \$200,000 to adult education, \$5 million to distressed districts, and \$60 per pupil for transportation.

Raised property tax limit for community reorganized school districts; raised monthly license fee on trailer coaches to \$3, mostly for schools.

Authorized third-class districts to construct or lease school buildings.

Increased salary of State superintendent to \$17,500 a year; permitted teachers to retire at 60.

Prescribed courses in civics, political science; regulated transportation.

Established schools for traffic violators; authorized graduates of driver courses to get operators' licenses before reaching statute age.

Provided for educating the mentally retarded, in or out of own district.

Extensively revised community college act for construction, tax limits, administration, and reorganization; changed college to university in name of Western Michigan College.

Modified district reorganization procedure for elections, tax limits, bond debts; required private trade schools to have State permits; regulated membership on State equalization board.



## MISSISSIPPI

Authorized State colleges and universities to construct airports.

Enabled municipalities to raise money to purchase, construct, or equip auditoriums, and other school buildings. Empowered board to insure school buses against liability up to \$10,000 per person, \$20,000 per accident.

## MISSOURI

Transferred \$65.6 million from general revenue to State school fund; appropriated \$1.4 million for building aid to reorganized districts.

Prescribed method of distributing aid for dependents of military personnel; authorized investment of surpluses; regulated tax collections.

Removed \$2,500 limit on what a board can spend without contract when using its own employees.

Based retirement benefits on full salary contributions; let teachers purchase credit for out-of-State service; increased benefits; gave transfer rights.

Authorized superintendents to excuse incompetent pupils from attendance; ended excusing of 14-to-16-year-olds who have finished elementary school; required superintendents to assign pupils to most accessible district.

For the handicapped, established a study commission and training centers, required special census enumeration, clarified State board's duties, reorganized districts for financing, cut to 6 the number of children required to petition for special classes. Changed names of teachers colleges to omit the word *teacher*.

Ended requiring of separate schools for white and colored children.

Designated State board of education to administer surplus property; regulated purchase of school supplies; authorized school funds for dues to State school board association.

## NEVADA

Required districts to fix tax rates to budget limits set by tax commission; clarified terminology for funds.

Empowered officials to lease real property or unused school buildings; authorized public agencies to exchange land; provided for transfer of Federal surplus property.

Regulated appointment, qualifications, and salary of State superintend-

ent and his assistant; authorized retired persons to earn \$1,200 a year.

Lowered top age limit for compulsory attendance to 17 years.

Modified legislation for transportation and safety; required textbook commission to meet annually.

Set aside for school of industry \$2,200 from distribution fund; modified legislation for vocational education and rehabilitation.

Authorized State board to regulate publication of district expenditures; required parents to be held liable, up to \$300, for damages by children.

## NEW HAMPSHIRE

Substantially increased aid for foundation program, technical institutes, vocational rehabilitation, teachers colleges, State supervision; authorized State board to administer a revolving fund for technical institutes.

Authorized cooperative districts to issue bonds to 9 percent of assessed value; cities, to 4 and 6 percent.

Asked tax commission to study reasons why any town has a tax rate below \$2.50; required State board to adjust cost of required programs to comply with foundation aid; made institutional property tax free.

Appropriated \$60,000 and provided additional 2½ percent for building aid for high school district and a sum equal to 30 percent of annual payments on principal of loans.

Provided aid for salaries of superintendents, for assistance to teachers on basis of need; enabled OASI to integrate with retirement system; provided for hearings on tenure, etc.

Required districts to pay costs of their children attending school elsewhere; regulated child employment.

Provided for transportation and education of the mentally retarded.

Channeled automobile license fees into the driver education program.

Established nursing-education board.

Created position of State deputy commissioner of education; regulated private nursery schools and kindergartens; required annual approval of certification standards; set up health and safety standards; revised election procedure for school districts.

## NEW JERSEY

Authorized local governments to issue bonds redeemable before maturity.

Raised teachers' minimum salaries: Nondegree to \$3,600-\$5,800, bachelor's \$3,800-\$5,800, master's \$4,600-\$6,200; yearly increments, \$200.

Set minimum pensions at 25 percent of final average salary at age 65 with 35 years of service; gave employees option of State or local systems; authorized retirees to earn \$1,200 a year and waive part of their pensions.

Gave school nurses tenure rights; required local boards to appoint them.

Permitted accumulation of sick leave beyond 10 days; authorized teachers to purchase group life insurance.

Enabled foreigners to get teachers' certificates if they declare intent to become citizens in 5 years.

Added publicly assisted housing to the facilities that may not be barred to users because of race, creed, etc. Provided for polio immunization.

Regulated the apportioning of board membership, absentee voting, and purchases and bids.

## NEW MEXICO

Increased equalizing aid from \$500,000 to \$800,000; raised interest limit on institutional bonds to 6 percent.

Set up school finance division in State department; authorized director to increase a school's budget up to \$500. Authorized \$120,000 for refunds of taxes, penalties, interest.

Provided retirement at age 60 with 15 years service, at any age with 30 years service; computed benefits on last 5 salary years; provided liberal disability benefits; gave teachers tenure rights.

Asked Congress for 10 million acres in trust for higher education revenue; provided for establishing a college in any community that needs one; required undergraduates to study American history and political science.

Enacted constitutional amendment for a State department of education, an elected State board, and a board-appointed State superintendent; appropriated \$25,671 to match Federal funds for library services.

Strengthened truancy laws.

Ended the authorizing of independent school districts.

## NORTH CAROLINA

Increased general appropriation; authorized districts to call elections to

get operating funds; created study commission on finance.

Raised auto license tax \$1 to pay for driver training.

Authorized two \$10-million bond issues: For capital improvements at State institutions; for student housing, to be repaid by rents.

Set up revolving fund for college dormitories and facilities; limited to 30 and 40 acres the sites acquired by eminent domain; required plans and specifications for construction over \$200,000; regulated bids, contracts.

Authorized State board to permit local voluntary payroll deductions.

Extended retirement to superintendents, resident teachers, State employees; raised teachers' monthly benefits from \$50 to \$60; raised weekly disability payments from \$32.50 to \$35.

Established for 1957-58 and 1958-59 300 and 600 loan scholarships, \$350 each, for prospective teachers; 200 summer school scholarships a year.

Required State and United States history in the curriculum; required teaching fire prevention; authorized boards to take title to school buses for carrying students to school functions; freed boards from liability in accidents during field or civil defense trips; said attendance officers should report, not prosecute.

Provided \$165,000 a year for trainable mentally handicapped; limited each eligible to \$300; prescribed the use of vocational training funds.

Provided for State-local planning to reorganize community colleges; regulated private trade schools with five or more students; authorized elections to determine district reorganization.

#### **NORTH DAKOTA**

Required districts to increase levies for general fund by 25 percent if they are to qualify; eliminated State aid to Indian districts receiving Federal aid; authorized county tax increases up to 5 mills for junior colleges; preserved sales tax.

Increased county levy for high school equalization fund from 3 mills to 4, weekly payments from \$3 to \$3.50; permitted districts to issue bonds up to 10 percent of assessed value, to go 2 mills beyond former tax limit without an election, to build and operate schools outside their boundaries.

Authorized high school districts to pay clerks \$400 instead of \$200.

Required teachers after 1960 to have 2 years' training beyond high school; county superintendents, a first grade certificate, a minor in elementary education, and 5 years of teaching.

Required superintendents to furnish bond for money in their custody; required records to be open to public.

Authorized high school graduates to borrow for college, \$500 per year at 3 percent; highway commission to establish 12 engineering scholarships of \$600 each per year; provided 2-year scholarships for teachers with first grade elementary certificates which would be repaid by 1 year of teaching in the State.

Authorized localities to levy taxes for library services.

Required 7-to-14-year-olds to attend public school, children who have not finished eighth grade to attend until 17.

Passed resolution to place emphasis on penmanship and spelling.

Directed the legislative research committee to study special education, district reorganization, administration, finance, and higher education.

Regulated reorganization; authorized State superintendent to appoint director of surplus property.

#### **OHIO**

Appropriated \$367 million for 2-year foundation program and a supplemental \$41.8 million, including retirement; removed bus depreciation from foundation program.

Required property reappraisal; limited bonded indebtedness to 9 percent of assessed value; permitted bond issues for school furnishings, equipment, and sites.

Authorized \$150-million bond issue for construction in needy districts; provided \$10 million building aid for 1957-58 and additional \$10 million after 1959; required districts to levy at least 15 mills to be eligible for rehabilitation aid.

Increased State superintendent's salary to \$25,000; provided cost-of-living adjustment fund to increase pensions. Permitted leaves of absence with part pay for not more than 1 year; required a flat \$2 fee for certificates; permitted State board to set standards and grant teachers certificates for private

schools; authorized an "executive head" certificate for supervisors and administrators, and employment of executive heads for 5-year period.

Appropriated \$220,000 for scholarships for 2d year college students.

Permitted officials to expel students; made parents responsible up to \$500 for damage by children; increased fines for delinquents from \$25 to \$50.

Defined a school year as 178 days, and a schoolday for grades 1-6 as 5 hours; permitted boards to establish and support separate schools for the mentally retarded.

Authorized county boards to study reorganization, curriculum, and instructional needs; modified reorganization procedure; authorized State Board to regulate county service funds.

#### **OKLAHOMA**

Increased aid from \$250 to \$400 per capita; changed distribution formula. Increased minimum salaries: Bachelor's from \$2,100 to \$2,700 and, beginning in 1958-59, to \$3,000; master's from \$2,400 to \$2,900 and \$3,200; doctor's from \$2,600 to \$3,100 and \$3,400; also, a \$300 supplement for 1957-58 and increments of \$100 for each of 12 years before 1958-59 and 15 years after.

Provided for transferring children to other districts or States; enlarged definition of *physically handicapped*.

#### **OREGON**

Set distribution formula: 80 percent at \$230 per weighted pupil, 20 percent in equalization grants, and an increase per child from \$80 to \$95.

Authorized district tax for salaries of supervisors of home demonstration agents and 4-H Clubs; changed voting procedure for new taxes.

Set bond limit at 7.4 percent of true cash value in elementary and unified districts, 3 percent in high school districts; enabled districts to issue bonds to get, build, or improve buildings; regulated architectural designing.

Established teachers' salary minimums and increased to 9½ months the period in which they apply: Non-degree teachers, \$3,400; bachelors, \$3,700; masters, \$4,000. Raised State officials' salaries.

Provided continuing contracts for teachers after 3 years; required boards to give reasons for not rehiring.

ing; changed teacher-transfer procedure; established tenure districts; extended sick leave benefits; provided for revoking certificates of teachers involved in offenses.

Included in census all children between 4 and 20 years; required instruction on alcohol, narcotics, humane treatment for animals; provided maximum of 50 cents per pupil in ADM toward curriculum improvement; regulated textbook standards.

Raised auto license fees \$1 to pay for driver training in high schools.

Authorized districts to establish community colleges, and appropriated \$90,000 for their administration.

Provided annual increases totaling \$700,000 for the handicapped; appropriated \$25,000 for the gifted.

Provided for major district reorganization, with a 9-member county committee and a 7-member board; provided for a study commission on post-high-school education.

#### **RHODE ISLAND**

Appropriated \$2.6 million for aid; increased per pupil amount to \$37.

Gave State Commissioner \$7,000 for free public band concerts and \$7,000 for symphony orchestras.

Regulated administration of bond issues; appropriated \$25,000 for a finance study commission.

Approved \$16 million bond issue for school building at 13 localities.

Prescribed minimum of \$1 per hour for nonskilled employees.

Authorized retired teachers to substitute up to 50 days a year; modified service provision for retirement; extended coverage under OASI.

Appropriated \$20,000 a year for post-graduate courses for superintendents, principals, teachers; \$5,000 for pharmacy students.

Made public school year 190 days. Appropriated funds for Audubon Society for natural science instruction, \$10,000 for administering New England Higher Education Compact.

#### **SOUTH CAROLINA**

Provided 10 percent more aid for salaries for lunch supervisors, visiting teachers, county superintendents.

Required written applications and prescribed forms; modified basis for certifying teachers on examinations;

required health certificate from visiting teachers.

Required high schools to report courses students pass or fail; asked schools to display State flag.

Established commission to study public school standards and curriculum.

#### **SOUTH DAKOTA**

Appropriated \$2.5 million for distribution to schools; \$17,000 for surplus commodity, lunch, and milk program; \$870,000 to equalize taxes.

Required property to be assessed at full value and taxed at 60 percent; modified procedure for controlling school funds; set up office of county director of equalization; raised limit on taxes in municipalities and districts, but not to more than 110 percent, 115 percent, and 120 percent of 1955 rate; gave taxes from public shooting areas to schools.

Reduced by \$5,000 the amount of moneys and credits of individuals and firms subject to tax; cut out taxes on certain checks, bank drafts, etc.

Authorized county commissioners to disregard assessment ratio of State board of equalization for 1956.

Required banks to furnish security to qualify as school fund depositories; authorized preference to State residents in awarding contracts.

Increased county superintendents' salaries, basing them on population; modified regulations on duties and conflict of interests of officials.

Made parents liable up to \$300 for property damage by their children.

Required licensing of school vehicles; regulated selection of free textbooks.

Provided for assigning pupils to other districts when home district does not operate a school; set heavy penalties for disturbing schools.

Appropriated for biennium \$150,000 for mentally handicapped, \$125,000 for physically handicapped, \$20,000 for crippled children, \$100,000 for rehabilitating the disabled, \$1,000 for young citizens league, \$2,500 for on-farm training.

Changed laws for district reorganization, and for terms, vacancies, powers, and duties of State board.

#### **TENNESSEE**

Appropriated \$75.8 million for grades 1-12 in 1957-58 and \$80.7 million for 1958-59.

Increased limit on bond issues 10 percent; authorized county court to borrow money for short terms at no more than 6 percent and to issue notes up to 60 percent of total cost.

Upped salaries of degree teachers \$150 for 1957-58 and \$50 more for 1958-59; authorized retirement benefits to State college employees; amended tenure act for merging local and State systems; required joint board-superintendent action to transfer teachers; set certification standards; end exams for county superintendents; modified sick leave.

Regulated board's power over transportation; provided for pupil assignment, admission, and transfer.

Authorized scholarships for blind high school graduates; granted dependents of deceased military personnel free admittance to State colleges. Appropriated \$160,000 for training the severely mentally retarded.

Designated State board for vocational education to accept Federal vocational funds.

Permitted local boards to provide separate schools for white and Negro children and for males and females. Regulated private schools; set standards for operating isolated public schools; clarified State report terminology; required records and board meetings to be open to public.

#### **VERMONT**

Authorized \$1.8-million bond issue for building aid and allocated 30 percent to high schools; changed basis of aid from ADA to ADM.

Increased minimum basic salaries, the lowest to \$2,700, highest to \$4,800; appropriated \$475,000 for increases in 1957-58 and \$662,500 in 1958-59; authorized 10 days sick leave a year, accumulation up to 20 days.

Increased to \$325 the limit on high school tuition that may be authorized without vote; removed ceiling on elementary tuition.

Required insuring of pupil safety patrol; said municipalities must register and pay fees for their school buses.

Appropriated \$9,000 for handicapped children, including transportation up to \$100 per child.

Required open legislative meetings and records, written ballots for reorganization.

## WASHINGTON

Authorized additional levy not to exceed 5 mills for public purposes, and a 40-mill maximum on assessed value of real property; provided privilege taxes on electrical plants, tax on public real property, excess levy on property in recreational districts; exempted activity program of elementary and secondary schools from additional taxes; appropriated \$190,000 for refunding taxes illegally collected.

Appropriated \$1.4 million to make up deficiency for public institutions, \$2.6 million for current funds.

Authorized directors to condemn up to 15 acres for elementary schools, 25 for junior high, 40 for senior high; appropriated for construction \$52 million for districts, \$4.7 million for university.

Authorized Department of Institutions to lease parental school facilities now operated by school districts.

Increased range of county superintendents' salaries, \$2,200 to \$12,000; authorized Governor to contract for Federal social security for public employees under OASI, including members of retirement system and college faculties; provided up to 15 days' military leave for public employees; regulated election, term, and duties of school directors; permitted payment of association dues from school fund. Appropriated \$10,000 for State census board for enrollment forecast.

Regulated safety devices on school buses; required \$10 occupational operators licenses for drivers.

Increased State College of Education's board of trustees to 5 members.

Provided comprehensive program for the handicapped; authorized State board for vocational education to administer Federal funds for vocational education, public service training, and rehabilitation of the handicapped.

Regulated election procedures for district reorganization.

Prohibited discrimination because of race, creed, color, or origin; authorized Governor to assume jurisdiction over Indians upon petition from tribe.

Created division of natural resources in State department of education. Established statute of limitations for claims against cities.

Regulated purchases and contracts for student activities in colleges; authorized acquisition of Federal surpluses for State institutions; provided for disposal of public records.

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#### Biennial Survey of Education in the U. S., 1952-54

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- ADMINISTRATION OF PUBLIC LAWS 874 AND 815, 7TH ANNUAL REPORT OF THE U. S. COMMISSIONER OF EDUCATION, JUNE 30, 1957, 75¢.  
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Science education, USSR, DEC 6 & 7, JUNE 3-4  
Scott, Hugh, NOV 4  
Seay, Maurice F., MAY 3  
Short, Dewey S., OCT 10  
Shull, Martha, OCT 8-10  
Sievers, Frank L., DEC 11  
Smith, B. O., NOV 4  
Smithsonian Institution Traveling Exhibition Service, MAY 15  
Social Security Act, MAY 14+  
Southern Illinois State College, APR 14  
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Soviet education. See USSR  
Space primer, MAY 3  
Sparkman, John J., NOV 4  
Special abilities of students, development of, OCT 13 & 14  
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Spilhaus, A. F., NOV 4  
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Stanford University, OCT 14+  
Stanley, Cecil, NOV 4  
Stanley, Julian C., OCT 13, FEB 12  
State Department, OCT 3-4, JUNE 3-4  
State school legislation, JAN 3-7, JUNE 8+  
State school library supervisors, NOV 11  
State school systems, advance statistics, JAN 14  
Statistics of State School Systems: Organization, Staff, Pupils, and Finances, 1953-54, JAN 14  
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Steadman, Charles W., NOV 4  
Steetle, Ralph, MAY 3  
Steiner, Arch, JUNE 8+  
Stephan, Frederick F., OCT 3  
Stinnett, T. M., OCT 8-10  
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Study Commission of the Council of Chief State School Officers, DEC 11-12, 15  
Stuttering, JUNE 5  
Syracuse University, OCT 14, APR 14 & 15  
Tankard, George G., APR 4  
Task force on higher education, OCT 3, JAN 3  
Teacher of the Year, JAN 3, MAY 15  
Teachers, beginning, OCT 5 & 7, JAN 3, MAY 15  
Teacher shortage, OCT 5 & 7, FEB 15  
Tandler, Fredrika M., OCT 4  
Teaching Aids for Developing International Understanding, NOV 15  
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Teacher exchange program, OCT 3 & 4, JAN 3  
Texas Educational Agency, NOV 4  
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Tiffany, Warren L., MAY 8  
Traveling Science Books, MAY 15  
20th International Conference on Public Education, OCT 4, DEC 15, JAN 3  
UNESCO, NOV 4+  
United States Government agencies. See specific agency.  
U. S. Government Films for Public Educational Use, MAR 7  
U. S. National Commission for UNESCO, 6th national conference, NOV 4, DEC 3  
USOE training films, MAR 7  
U. S. Science academy, MAY 13+  
University of California, OCT 14, APR 14+  
University of Chicago, OCT 14+, APR 14  
University of Florida, OCT 13  
University of Houston, APR 14  
University of Illinois, NOV 4  
University of Kansas City, Mo., APR 14  
University of Michigan, OCT 13, APR 14  
University of Minnesota, OCT 14+, MAR 13, APR 15  
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USSR: Education in, DEC 6-7, JUNE 3-4; interchange program with US, MAY 3  
Van Egmond, Elmer, JAN 14  
Van Wagenen, Rulon C., NOV 4  
Veterans Administration, JUNE 4  
Veterans' education, legislation for, MAY 13 & 14  
Walker, Helen M., OCT 3  
Walker, John, NOV 4  
Walker, Virgil R., FEB 5  
Washington University, Mo., APR 15  
Wattenberg, W. W., NOV 4  
Wayne State University, NOV 4+, APR 15  
Wellman, Frank E., APR 5  
Westinghouse Broadcasting Co., DEC 3  
White, J. B., OCT 13  
White House Conference on Education, OCT 7  
Whitelaw, John B., MAY 3  
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Wilbur, Ray Lyman, DEC 13  
Wilkins, Theresa Birch, APR 11+  
Will, Robert F., FEB 13  
Willenberg, E. P., NOV 4  
Windsor, Lila, APR 4  
Witty, Paul A., DEC 13 & 14  
Womanpower, FEB 8 & 9  
Workshop for educational materials, APR 3, JUNE 10  
World Health Organization, APR 13  
Wrangell Institute, MAY 9  
Wrightstone, J. Wayne, OCT 14  
Wyoming State Board of Education, DEC 8  
Yakobson, Helen B., MAR 12  
Year-round school, OCT 8-10  
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Zander, Alvin, OCT 13, JAN 14  
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